

THINKING



CONCEPT

Introduce the terms

Identify the attributes of the concepts

Introduce attribute #1

TEACHER RESOURCE #1

Cause and consequence

the factors or circumstances that cause something to happen and the consequent results or impact on future events

- Objectives:**
- Understand the difference between cause and consequence;
 - Learn to identify causes and consequences in various situations;
 - Appreciate the value of considering these concepts in a variety of circumstances.

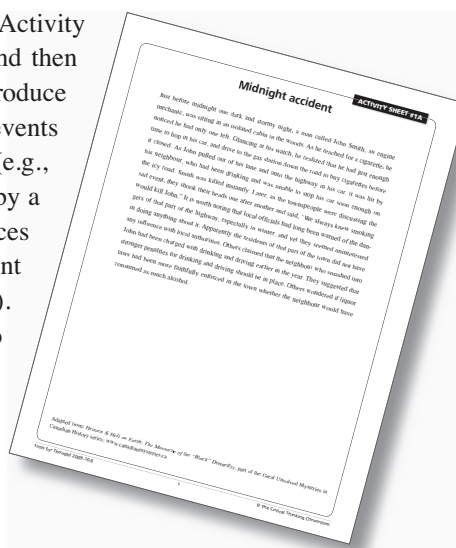
Use the following activities to systematically introduce the concepts

- Ask students to suggest words that describe the relationship between the events in each statement.
 - I burned my hand when I touched the hot stove.
 - I slept in and missed my bus.
 - A mouse ran across the floor and the girl screamed.
 - The door was locked so I didn't go to class.
- Introduce the terms cause and consequence if students have not suggested them. Invite students to provide other statements that illustrate cause and consequence. As a class generate a definition of each term.
- Using the activities that follow, introduce three basic attributes of cause and consequence and, with older students, two advanced attributes.

Basic attributes	#1) Events have immediate and underlying causes.
	#2) Consequences can be intended or unintended, and immediate or delayed.
	#3) All prior events are not causes. All subsequent events are not consequences. There must be reason to believe that one event influenced the other.
Advanced attributes	#4) 4. Events have different types of causes (e.g., social, political, economic, cultural, or psychological).
	#5) Consequences may be direct or indirect.

Attribute #1: Events have immediate and underlying causes.

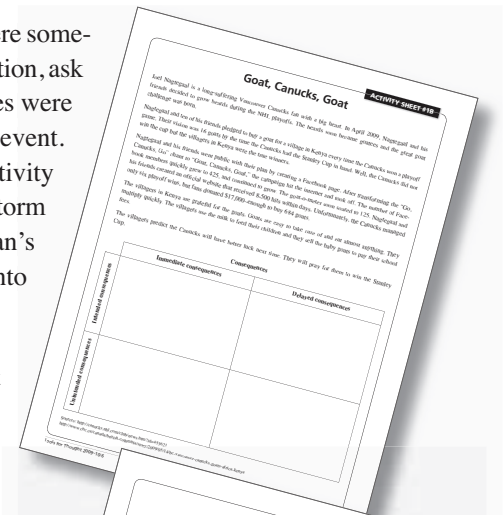
- Provide students with a copy of *Midnight accident* (Activity Sheet #1A). Invite students to discuss in groups and then share with the class all the causes of the incident. Introduce the distinction between *immediate causes*—the events that are most closely connected with the incident (e.g., the victim's need for cigarettes, the victim was hit by a car)—and *underlying causes*—broader circumstances that led up to or less directly contributed to the incident (e.g., poor road maintenance, lax law enforcement). Ask students to sort the causes they identified into these two categories.
- Point out to students that while some causes have a greater influence on an event than others, events rarely have a single cause.



Introduce attribute #2

Attribute #2: Consequences can be intended or unintended, and immediate or delayed.

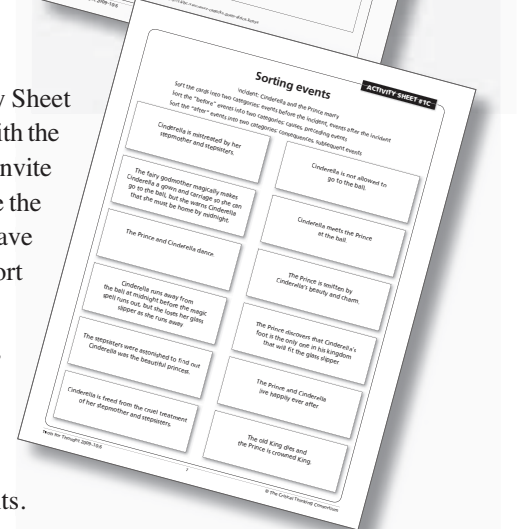
- Ask students to describe a situation in their own lives where something unexpected happened as a result of an action. In addition, ask students to describe a situation where some consequences were immediate and other happened quite some time after the event. Provide students with a copy of *Goat, Canucks, Goat* (Activity Sheet #1B). Invite students to read the story and brainstorm the actual and potential consequences of the Canuck fan's action. Ask students to sort their list of consequences into intended and unintended, and immediate and delayed.



Introduce attribute #3

Attribute #3: All prior events are not causes. All subsequent events are not consequences. There must be reason to believe that one event influenced the other.

- Provide students with a copy of *Sorting events* (Activity Sheet #1C). Explain to students that the events are associated with the Prince's marriage to Cinderella in the familiar fairy tale. Invite students to sort the list into two categories: events before the marriage and events after the marriage. Once students have completed this initial sorting activity, instruct them to sort the two piles of cards in the following manner:
 - sort the "before" events into two categories: causes of the marriage of Cinderella and the Prince and simply preceding events; and
 - sort the "after" events into two categories: consequences of the incident and simply subsequent events.



- Discuss with students the need for evidence in the identification of a cause-consequence relationship. Invite students to think of an example of an incident in their life (e.g., doing well on an essay assignment). Invite students to create a web such as the one below, identifying which of the prior and subsequent events are causes and consequences of the incident by colouring and linking them with arrows.

